people. The majority of those pupils came from poor families who mainly depended for their subsistence on the education their children received. In the opinion of the Member, the education given them should be of practical utility and should enable them to earn a living. Their monthly earning at present was very low, ranging from Rs. 7 to Rs. 15. It was unfortunate that a boy after undergoing a course of 6 or 7 years in Elementary schools could not earn even as much as a weaver or a carpenter whose daily wages ranged from Re. 1 to Rs. 3. It was, therefore, imperative that the education in Elementary schools should be such as would enable its recipients to earn a livelihood for themselves. The solution of the problem was important and lay in the development of existing industries and the opening of new ones. There were many callings for which the pupils could be trained, such, for instance, as weaving, carpentry, basket-making, etc. silk rearing, butter making and plaintain fibre industry were a few which could be developed as cottage industries and taught at home. If instruction in some of those subjects be made compulsory in a few Elementary schools in suitable centres, then there would be no necessity for making Primary education compulsory in the State. He understood that arrangements had been made for instruction on some of those subjects in six schools and he hoped that his suggestions would be accepted and acted upon soon after the completion of the Industrial Survey of the State.

Dewan's reply.—The representations and suggestions of the Members are noted for consideration.

112. Suggestions for the improvement of Industrial Education.

Mr. S. Subramonia Pillai (Member, Trading Classes, Nagercoil) said that, under the present system of recognising merit by success in the annual examinations, those who failed in the examinations formed a considerable portion of the student population, and that they secured no employment and directly or indirectly became a burden on society. In view to a solution of that problem, the Member made certain suggestions for the improvement of Industrial education. From industries he excluded agriculture and horticulture. He said that the inherent incapacity of the people here to compete with advanced foreign countries brought about the decline of even such industries as once flourished in the land and that the conversion of the artisans into tillers of the soil had been the result. The conservative habits of the people, the deterioration of the soil, the rapid increase in population and their aversion to emigration, all tended to make the country poorer day by day. It was the duty of the Government to resuscitate the industries for the well-being of the people.

The Member thanked the Government for having appointed a Special Officer for an Industrial Survey who might ascertain what industries flourished in the country, and what new industries might be introduced. He might also determine the nature of the raw materials available in the State forests and suggest the best markets for the produce of the State.

Regarding the nature of industrial education, the Member said that it should be mainly practical with as much of theory as was needed to render it sound and thorough.

As regards the question whether such education should be imparted in ordinary schools or special schools, the Member said that schools for general education should be distinct from those intended for industrial education. The nature of the industry to be taught in a particular school should depend on the sort of the main industry practised in the locality. Admission should be confined to those only whose ancestors practised the particular industry. Reasonable amounts must be given as stipends to the students.

The quality of the instruction ought to be judged from the demand in inland markets for the product of the workshops to be attached to each institution. Measures should be taken to see that none but *bona fide* artisans found access to the schools and workshops.

A Special Assistant should be appointed to assist the Special Officer. His chief work should be to open such schools in suitable localities and to see them conducted on efficient lines.

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In conclusion, the Member added that model Industrial Institutes efficiently worked would render the State truly model.

Dewan's reply.—Noted.

113. Suggestions regardng the establishment of Technical Schools.

Mr. G. Velayudha Kurup (Member, Chirayinkil taluk) said that it was the duty of the Government to find out measures for the expansion of industries in the State. The raw materials produced in the State were exported to other countries at cheap prices and they were re-imported into the State subsequently in an altered form and had to be purchased at more than twice or thrice their original prices. The Member then discussed the desirability of starting various industries in the State, such as soap-making, manufacture of candles, cocoanut butter, buttons, etc., and said that the required quantity of raw materials was found in abundance in the State. It was also the duty of the Government to find some means of livelihood for persons who started as students but ultimately failed to obtain any certificates qualifying them for entering Government service. The starting of local industries would help such men considerably.

The Member suggested that a class should be added to each Lower Grade School for imparting knowledge on local industries, that Technical schools should be started in all places where there were Higher Grade Elementary Schools and that a Central Technical Institute should also be opened in the State.

Dewan's reply.—Noted.

114. Desirability of effecting timely changes in Vernacular Education.

Mr. K. P. Narayana Pillai (Member, Chengannur taluk) made certain suggestions for improving Vernacular education. The Member then made some detailed proposals to bring about a higher degree of efficiency.

The inspecting staff was at present composed of only 28 officers to inspect 2,317 Elementary schools. With the limited time at their disposal, they were not able to supervise efficiently the working of each school.

There was a cry from all the Headmasters for the appointment of additional assistant teachers. The classes were overcrowded. Some of them had more than 50 and 60 pupils. The teaching could not be efficient, unless additional teachers were appointed. The teachers were holders of either the School Leaving Certificates or Higher certificates. Their prospects of promotion were very limited. As promotion depended more or less upon seniority in service, the teachers did not care to obtain higher qualifications. In the Member's opinion, the appointments of Elementary school teachers should be graded and promotions made to depend upon the passing of higher departmental examinations to be prescribed by the Government. Those who were so inclined should also be allowed to appear for University Examinations and also privately for Secondary School Final examinations. The minimum pay of teachers should be fixed at Rs. 15 per mensem and they should have scope to go up to Rs. 50 in the department.

The policy of training the teachers for 2 years was abandoned, the chief reason being the incompetency of the Head Masters of Training schools to train the students under them. In the Member's opinion the present system of training teachers was unsatisfactory. The Training schools should be supplied with all equipment. As it was not possible to start Training schools on thorough lines all over the State, the Member suggested that the Central Training School at Trivandrum might be utilised for training teachers and that a limited number of equally qualified teachers be selected from different schools and deputed to undergo training in the Trivandrum Training College for a period of 2 years. It was also advisable to ask the Principal of the Training College to visit all the Vernacular schools in the State. The Member suggested the creation of Teachers' Unions and Conferences.

There should be a Central Teachers' Union for the whole State. The professors of the College down to the teachers in the first class should be members of the Union. Under its auspices there should be branch unions in different places.

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